

**INDIANA DEPARTMENT OF EDUCATION
TURNAROUND MANAGEMENT ORGANIZATIONS REQUEST FOR INFORMATION**

**QUESTIONS AND ANSWERS
APRIL 19, 2010**

Q: Are applicants required to offer all three proposed responsibility models (turnaround, transformation, restart), or can applicants specialize in one or two out of the three requested models?

A: TMOs should be prepared to implement an intervention model that best applies to the specific needs of schools targeted for state oversight. This may include any of the three proposed models.

Q: Is it mandatory for applicants to designate a portion of their funding "at risk", contingent upon reaching agreed-upon performance criteria? Further, if applicants do not wish to designate any of their funding "at risk", will they be eliminated from future RFP consideration?

A: This will be a selection criterion in the RFP process, as it will help ensure contracts stay performance-based and will reward TMOs (and accordingly, the schools they oversee) that dramatically improve student learning.

Q: Would the Indiana DOE be interested in seeing a response on the role of supportive partners to offer college readiness solutions including curriculum, assessments, and other college readiness resources?

A: Not for the purposes of this RFI.

Q: Does the Indiana DOE expect to engage in a separate process of RFI and/or RFP for supportive partners or will TMO's be responsible for identifying and have the autonomy to contract with supportive partners as it may apply to their respective models?

A: Although IDOE may support this process, the TMOs will have the autonomy –and in turn accept accountability – to contract with selected partners to carry out dramatic restarts and turnarounds.

Q: Can the TMO also be the Operator of individual schools?

A: No, the TMO may not be an operator of an individual school.

Q: Does IDOE have any preferences toward the number of schools that the TMO can oversee while also serving as an Operator?

A: The TMO may not operate a particular school.

Q: Assuming that the TMO can do both, is there any limitation on the types of services that the TMO can provide as Operator?

A: The TMO cannot do both.

Q: Does IDOE have particular intervention models in mind for individual schools? Or, is the model determined by IDOE, the TMO, or jointly between IDOE and the TMO?

A: See answer to the first question.

Q: Does IDOE have any idea how many schools would be categorized as re-start vs. transformation vs. turnaround?

A: See answer to the first question.

Q: What is meant in the RFI by “costs associated with staffing and carrying out the activities of the TMO, including centralized and anticipated school level costs”? Should we identify just the components of the costs in our response, or should we actually price the job?

A: IDOE is requesting information about costs related to both the TMO as a management entity as well as costs related to operations at the school level.

Q: What does the IDOE mean by “Act swiftly when indicators suggest school improvement efforts are not on track to succeed”? How will the District measure this objective?

A: TMOs should be willing to accept increased accountability in exchange for greater autonomy. IDOE will expect schools run by TMOs to show significant achievement gains in a very short period of time, as measured by leading indicators (e.g. interim assessment results).

Q: What kind of information about leading indicators of success and failure would be ideal for IDOE? How do you want this information presented and how often?

A: IDOE would welcome feedback and suggestions on leading indicators as well as frequency of presentation.

Q: How much full per-pupil funding for schools, including SIG, should the TMO expect?

A: Funding will depend on the enrollment of school(s) operated by the TMO. In addition, IDOE may make a pool of start-up funding available to selected TMOs in order to support initial planning and development.

Q: Will you require assistance from the TMO in building a new pipeline of leaders? What is the ideal conceptual model for the TMO’s involvement in this initiative?

A: The TMO’s primary role in contributing to this pipeline is through the identification and selection of strong leaders and/or school operators to carry out dramatic restarts and turnarounds.

Q: We know of an RFP to build a pipeline of leaders for IDOE. Will TMOs be able to use leaders from this pool in addition to individuals selected by the TMO?

A: Yes. In fact, one of IDOE’s goals with regard to school turnaround is to create the right supports and conditions for TMOs (and according, the schools they oversee) to succeed.